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ABSTRACT

Described in this report is a job placement exemplary project conducted at Maury High School in Norfolk, Virginia from 1973 to 1976. Goals of the project were to provide placement services to all students seeking part-time, temporary, or full-time employment. Procedures included organization of the administrative job placement office and development of procedures, methods, and systems for publicizing the program, registering students, and contacting employers. Developed procedures and systems are described in the report along with results given as number of students placed in part-time and full-time jobs, registered, or sent on interviews, number of dropouts placed, and number of work permits issued. A summary of a self-evaluation of major objectives and goals appears according to the following categories: Assess student needs and wants; identify employment opportunities; place students in part-time jobs; place graduates in jobs; place dropouts; coordinate pre-placement training; and public relations. Enclosures include project-developed forms and materials. (NJ)

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ED130165

FINAL REPORT

Student Job Placement

VT-103-395

Exemplary Project in Vocational Education
Voc. Ed. Act 1968

VT-103-395

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June 1976

Cover Page (Appendix A)

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Exemplary Project in Vocational Education
Voc. Ed. Act 1968

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Title Page (Appendix B)

CE 009 063

OUTLINE FOR INTERIM REPORTS AND FINAL REPORTS
FOR
EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

1. Cover Page (exactly as illustrated in Appendix A)

2. Title Page (exactly as illustrated in Appendix B)

3. Table of Contents (with page references)

4. List of Tables and Illustrations (with page references)

5. Summary of the Report (not to exceed 2000 words):

   (a) Time period covered by the report.

   (b) Goals and objectives of the project.

   (c) Procedures followed.

   (d) Results; Accomplishments.

   (e) Evaluation.

   (f) Conclusions and Recommendations.

6. Body of the Report:

   (a) Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments, and related literature.

   (b) Goals and objectives of the project.

   (c) Description of the general project design and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments and techniques used.

   (d) Results and accomplishments of the project.

   (e) Evaluation of the project.

   (f) Conclusions, implications, and recommendations for the future.

7. Appendices; containing bibliography, additonal tables, instruments, lists of instructional materials developed under the project, and other appropriate materials.

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5. Summary of the Report (not to exceed 2000 words)

(a) Time period covered by the report

August 1, 1973 - June 30, 1976

(b) Goals and objectives of the report

The Job Placement Program at Maury provides services to all students who are seeking part-time, temporary and full-time employment. More specifically, it:

1. Assists in placing students in part-time jobs.

2. Assists in placing graduates.

3. Assists in placing students withdrawing from school before graduating and arranging for their continued education where feasible.

4. Provides pre-employment training in such areas as job application and interview procedures.

5. Works closely with all concerned departments at Maury High School.

6. Creates needed communication channels between schools, business and industry and other agencies.

(c) Procedures followed:

1. First, an administrative job placement office was organized. This included ordering supplies, equipment, telephones (2), rewiring and repainting the office and hiring a secretary.

2. Second order of business, and our main function at this point, was to originate and develop a procedure, methods, and system to use in publicizing the program, registering the students who wanted jobs, and contacting employers for such employment.

3. The following procedure has been established for our placement services:

An application with an attached letter has been developed to pass out to students who are interested in registering with the Job Placement Program at Maury. (See encl. 1) A brochure has been developed which explains the placement program; this brochure is appropriate to give to students, employers, parents, etc. (See encl. 2) When students return the completed application, they are interviewed to determine their interests,

abilities, skills, aptitudes, hobbies, etc. A form letter has been written that is sent to all prospective employers describing the program. (See encl. 3) This is followed up with a telephone call to employers, and with a personal visit whenever possible. When a job vacancy occurs, a Student Notice is used to contact students in homeroom, asking them to report to the Placement Office. (See encl. 4) Each student sent on an interview is given an introduction card to present to the prospective employer. (See encl. 5) A record is kept on each student which lists all interviews and job placements. (See encl. 6) Necessary work permit forms are given with instructions to each student under 18 years of age. (See encl. 7) A brochure is given to students giving them some pointers on how to apply for a job. (See encl. 8)

(d) Results: accomplishments

	73-74	74-75	75-76
Number of students who have registered for jobs:	660	628	760
Number of students sent on interviews:	727	567	496
Number of students placed in part-time jobs:	219	199	207
Number of graduates placed in full-time jobs:	25	23	19
Number of drop outs placed:	11	16	14
Number of work permits issued:	0	291	198

(e) Evaluation:

On a scale of 1-5, with 5 being the highest score, the following evaluation is given of our program:

1. Assess student needs and wants: rating 4
2. Identify employment opportunities: rating 4
3. Placing students in part-time jobs: rating 5
4. Placing graduates in part or full-time jobs: rating 4
5. Placing drop outs: rating 3
6. Public relations: rating 5
7. Work closely with all concerned departments at Maury High School: rating 4

8. Provide pre-employment training in such areas as job application and interview procedures: rating 4

9. Create needed communication channels between Maury, business and industry and other agencies. rating 4

10. Arranging for continued education, where feasible: rating 3

(f) Conclusion and recommendations.

Job Placement for secondary students is an idea whose time has come. Some states have already passed legislation that such services be provided for all students leaving school. The program was much needed at Maury High; many students have been helped during the past three years through temporary, part-time and full-time jobs. Most students lack information about job opportunities and are not familiar with working conditions and what's expected from employers. A job placement program can provide a very valuable service to students with such needs. A very high majority of students need pre-employment training in such areas as job application and interview procedures.

We would like to recommend that a job placement program be provided for and made available to every secondary student in the state. Our three year experiment at Maury has shown us that there is a dire need for such services to be provided on a high school level. The ideal situation would be that a placement specialist, a secretary, and furnished office be provided for students in every secondary school. Anything less than this would mean a watered down, less efficient program. Primary focus should be placed on finding employment possibilities for graduating seniors; finding jobs for other students should be a secondary function. In conclusion, we strongly recommend that some type of job placement program be offered in every high school, even if it be limited in scope at the beginning.

6. Body of the report:

(a) Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments, and related literature.

For many years our schools have accepted the responsibility for seeing that our graduates who plan to enter college are accepted in the college of their choice. However, repeated concern has been expressed about the need for education to assume an equal responsibility for assisting its students to enter the world of work and to satisfactorily hold a job. A systematic job program, in the opinion of many, would create needed communcation channels between schools, business and industry, and other agencies. Such communication could result in a reduction in youth unemployment and make learning something other than academic achievement.

In the past, only those students enrolled in cooperative education programs have had the services of the school in finding satisfactory employment, and the need for these services for all students is urgent. A student job placement service which will provide services to all students seeking part-time, temporary, and full-time employment, should become an important focus for secondary schools now.

The technology and the know-how required for accomplishment of this task are already present. The funds required to use those in a workable job placement program have, as yet, not been available. More important has been deficiency in philosophy and vision. The schools have thought their task completed upon handing out a diploma. Employers have made some use of both the schools and the employment services on an unsystematic basis.

The Adult and Vocational Education Department of Norfolk Public Schools agrees with the National Advisory Council on Vocational Education which states: "Employment is an integral part of education .. every secondary school should be an employment agency."

In the past, emphasis centered on the college bound student and not upon job placement for students. It was thought that job placement was separate from the educational program as a whole. We want to help change that concept. The majority of young people lack information on job opportunities and are unfamiliar with working conditions and employer expectations. They need help in securing employment. That's where a job placement service can come in . .

If a high school education is to have value, it should lead to meaningful employment to those who need a job. Work experience while still in high school will offer a student the opportunity to realistically explore and test his abilities, interests and aptitudes. This should contribute to his ability to make practical vocational plans.

(b) Goals and objectives of the project.

The over-all purposes of this project are to demonstrate the feasibility of schcols assuming responsibility for the placement of secondary students at every exit level and to establish a systematic, effective, job placement capability that will serve all students in the secondary school. More specific objectives are to:

1. Assist in the placement of drop outs and arranging for their continued education where feasible.

2. Assist in the placement of high school graduates.

3. Assist in the placement of high school students who want part-time jobs, work experience.

4. Work closely with coordinators of the various cooperative education programs in placement of students.

5. Work closely with the guidance personnel in their efforts to assist students with education for employment.

6. Assist students to advance in positions.

7. Advise students at every level about continuing education opportuntities.

8. Make provision for pre-placement training for students seeking employment.

Major Goals and Objectives for the three-year project were:

1973-1974

Participate in in-service education programs.

Establish system for placement services.

Develop brochure giving information about placement office.

Establish system of communication with the business community.

Establish system of communication with students, faculty, parents, and administration.

Develop working relationship with coordinators of the various vocational programs and with guidance personnel.

Try-out system for placement for part-time jobs and graduates, evaluate, revise.

Establish advisory committee for placement of students (other than cooperative students) in part-time jobs and placement of graduating seniors.

1974-1975

Participate in in-service education programs.

Seek additional placement opportunities for part-time, seasonal, and full-time employment.

Bring placement of drop outs into the system, try-out, evaluate, and revise as necessary.

Coordinate the offerings of mini-courses and pre-placement training.

Follow-up placements and determine training needs.

Provide assistance to students regarding employment. Continue the operation of the placement system, evaluate, and revise as necessary.

Continue making community contacts for job opportunities.

Publicize activities of placement service.

1975-1976

Participate in in-service education programs.

Evaluate the Placement Services in terms of value to students and to the business community.

Evaluate each component of the Placement Service:

1. Filing system
2. Public relation activities
3. Pre-employment training
4. Advisory Committee
5. Placement
6. Follow-up

(c) Description of the general project design and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments and techniques used.

Maury High School has a comprehensive curriculum of approximately 350 course offerings to accommodate introduction to, exploration of, and/or mastery of many subject areas. The curriculum is flexible enough to meet the needs of wide-range student interests and abilities. Every student may elect a series of courses in keeping with his individual capabilities and needs. The curriculum is characterized by diverse ever-changing specialized courses in a flexible time pattern. Courses for the most part are non-graded, with few courses in most departments having prerequisites. The great variety of courses are aimed to challenge the intellectually able, and to provide opportunity and encouragement for the less able and less curious.

By comparison with other larger cities, Norfolk has a comparatively greater percentage of its population in the low income bracket ($1,000 - $6,000), and many of Maury's students are drawn from this economic group. The diversity of the backgrounds, both social and economic, of the student body presents a definite challenge to the school in providing a meaningful educational experience to the varied cross section of students present in a typical classroom.

Our first order of business in organizing a Job Placement Program at Maury High School was to set up an office and to order supplies, materials, and office equipment. Our second, and main function, was to originate and develop a procedure and a system to use in placing students in jobs. The following comments will indicate the progress that has taken place since the program was formed three years ago:

The major objective of the Job Placement Program is to help locate a job for any Maury student who is seeking employment. The Program is attempting to assist students who want part-time jobs while still attending high school, and also help students obtain full-time employment when leaving school or graduating. Realizing that employment is an integral part of one's education, the job placement service strives to direct students toward jobs which will meet their interests and capabilities.

The Job Placement Service at Maury has been in operation since August 1, 1973. A system for placement services has been established. Students who are seeking employment are given an application and written instructions which explain the procedure to be used in completing the application and having an interview with the placement coordinator. (See encl. 1) Students are also given a brochure which explains entirely the job placement program. All students are given an interview; many are re-interviewed and counseled continously during the school year.

In setting up methods and procedures for operating a job placement service, the following forms have been developed: Employer Survey Card (See encl. 6), Student Introduction Card (See encl. 5), a brochure titled "Looking for a Job is a Job in Itself" (See encl. 8), a form letter which is sent to employers explaining the program (See encl. 3), and another brochure giving complete details about Student Job Placement (See encl. 2). An attempt has been made to evaluate and revise our system as we have progressed from month to month.

Records are kept on the number of students registered with the placement service, the number sent on interviews with employers and those who are actually hired. Records are also kept on all employers contacted. (See encl. 9)

A system of communication has been established with the business community. A form letter and a brochure are sent to employers which explains the program. Employers are then contacted by telephone and wherever possible, are personally visited. Over 763 employers have been contacted to date.

We have attempted to identify those students who are seeking employment at Maury High School. Over 600 students have filed an application with us each year for employment since our Job Placement Service opened in September 1973. We feel that a high majority of the student body is aware of our services.

All students are given an interview when they turn in their completed application form. Permanent records are examined as the need arises. We have attempted to identify disadvantaged students for some special job situations.

We have attempted to work with drop outs. Not too many have sought our services. We have not had very much success in placing these students, primarily because of a slow economy during the past two years. Our guidance office is aware that we want to work with this group of students. Our goal is to be able to help more drop outs in the future.

A file is kept on all who apply for a job. Everyone is interviewed to determine their job needs. Pre-employment counseling is given to each applicant on a one-to-one basis. Potential employers are contacted continously to determine job vacancies. A follow-up attempt is made with each employer to determine if our applicant has been hired.

No formal training classes have been organized as a part of the job placement service. However, talks and presentations are given to various classes in several different departments. Most of the pre-placement training is given to students on an individual basis before they are sent on a job interview. Each student is given a brochure to read which consists of helpful hints on applying for a job.

During the entire school year we attempt to place students in part-time and temporary jobs, but at the same time we try to assist graduates find permanent full-time employment (those who are not going to college). We also concentrate on summer placements.

We have cooperated with the Virginia Employment Commission, the Apprenticeship Program and the STOP Organization (Southeastern Tidewater Opportunity Project, a federally funded HEW project). These and other similar groups have assisted us in placement of some of our students, especially the handicapped and underprivileged. For example, this year we passed out over 300 applications to needy students for summer jobs through the CETA (Concentrated Employment Training Act) organization. (This figure is not reflected in the attached summary). We have also cooperated with the City of Norfolk in helping choose students for the Police Cadet Corps and the Youth Cadet Corps, both summer programs.

The Job Placement Office has been authorized to issue work permits to students at Maury. It is no longer necessary for students at Maury to go to the school administration to obtain their work permits. As of June 11, 1976, 477 Work Permits have been issued through the Placement Office.

Articles have been placed on a regular basis in the M Gram (a daily newsletter for students), the T Gram (for teachers) and in the Newsletter for Students and Parents. These articles have consisted of general information concerning the Job Placement Services as well as specific job information concerning employment possibilities. The Program was also explained to staff, individual departments, as well as individual classes. An attempt was made to especially work closely with Co-operative Programs such as Cooperative Office Education and Distributive Education.

An Advisory Committee was named. The committee consisted of employers, teachers, staff and students. A letter was sent from the Superintendent of Schools to all members of the Advisory Committee, explaining their function on the committee. A list of suggested functions was prepared. The Advisory Committee was especially helpful to the Job Placement Service in the early phases of establishing the program. The use of the Advisory Committee will continue when Job Placement Services are expanded to include all high schools in Norfolk.

(d) Results and accomplishments of the project:

The most significant way to show our results and accomplishments is to indicate the number of students we have registered, counseled, sent on job interviews and actually placed in jobs. During the three year period that our job placement program has been in operation at Maury, we have registered over 600 students each year who were seeking employment. Our records show that 1,790 interviews were conducted by the job placement office with students. (This figure does not include repeat interviews held with students during the same school year). Over a three year period we have found 625 part-time jobs for our students. Some of these went to 9th graders, but the majority of jobs went to the older students who were in the 10th, 11th and 12th grades. During this same period, 67 graduates were placed in full-time permanent jobs. In addition, 41 drop outs were given assistance by placing them in either part-time or full-time employment. (See encl. 9)

During the 2nd and 3rd year of operation, our job placement office was authorized to issue work permits to students under 18 years of age. To date, 489 such permits have been issued to students at Maury.

(e) Evaluation of the Project:

The job placement service at Maury has been evaluated several times. One evaluation was conducted by Mrs. Lucy Crawford, consultant and professor from Virginia Polytechnic Institute and State University. Mrs. Crawford commended us highly for our entire operation of the job placement office. She appeared to be completely satisfied with our methods and procedures used in our program. Our second evaluation was conducted by the Visiting Committee of the Southern Association of Secondary Schools. Once again, we received passing marks and no constructive criticism was given. The Committee seemed impressed that we had such a program. Both of the above evaluations were oral; no written comments were passed on to us.

Using a scale of 1-5, with 5 being the best rate, following is a summary of the self-evaluation of the major objectives and goals of the job placement program at Maury:

1. ASSESS STUDENT NEEDS AND WANTS:

Overall rating: about 4. We have strived to direct students toward jobs which meet their interests and abilities. We want to assist students obtain the best jobs based on interest, skills and past experiences. All students who have completed an application for employment are interviewed and re-interviewed at

various intervals. Student permanent records are examined as the need arises to check for special skills and abilities.

Work experience while still in high school will offer a student the opportunity to realistically explore and test his abilities, interests and aptitudes. This should contribute to his ability to make practical vocational plans.

We have attempted to identify disadvantaged students for some special job situations. Some disadvantaged students are placed in jobs during the regular school year, primarily through the cooperation of the Virginia Employment Commission (VEC), but most disadvantaged youth are placed in jobs during the summer months. For example, Norfolk will place 1600 students in jobs this summer (1976) through the Comprehensive Employment Training Act (CETA). Also, arrangements are made with the VEC for students to take the General Aptitude Test Battery (GATB) when they are interested in Apprenticeship Training. Students are also counseled on Civil Service Apprenticeships with the Federal Sector in Norfolk and Portsmouth. Whenever feasible and practical, students are counseled about continuing education possibilities.

2. IDENTIFY EMPLOYMENT OPPORTUNTIES:

Overall rating: 4 Over 700 employers have been contacted to date. The following procedure is usually used: First, a letter explaining the placement service is sent to a prospective employer. This is followed up with a phone call, and if possible, a personal visit. Employers are continously called during the year so we can keep up to date on their employment needs. Our statistical report will show the number of students sent on job interviews and the number of students actually hired. Despite a slow economy and a high unemployment rate in the area, we feel that we have had significant success with our program. We have reached the point where several employers are calling us each week on a referral basis as a result of our previous contact with their company.

3. PLACING STUDENT IN PART-TIME JOBS:

Overall rating: 5 We have attempted to publicize our services to all students at Maury. Over 600 students have filed an application with us for employment each year since our service began in September 1973. Almost 1800 interviews have been set up for students with employers during the past three years. Over 700 jobs have been found for these same students. (See encl. 9) Maury High School has a population of approximately 1800 students.

4. PLACING GRADUATES IN FULL-TIME OR PART-TIME JOBS:

Overall rating: 4 Graduating seniors have been notified of our job placement service. A file is kept on everyone graduating for one year after they leave school. All applicants are interviewed to determine their job needs. Pre-employment

training and counseling is given to each student on a one-to-one basis. Potential employers are contacted periodically to determine job vacancies. Each student sent on a job interview is given an introduction card with appropriate information. A follow-up is made with each employer to determine if our applicant has been hired. Additional follow-up is done on a three and six month basis. Of the total number of students placed at Maury, 67 have been graduates in full-time jobs. (See encl. 9)

5. PLACING DROP OUTS:

Overall rating: 3 We have attempted to give assistance to school leavers by cooperating with the Guidance Department and our Administrative Staff. We receive a list periodically of all students who withdraw from school, for whatever reason. We have interviews with the majority of students who drop out. However, not all drop outs seek our services. This has been a difficult area for us; these are by far the most difficult students to place in jobs. The statistical report (See encl. 9) will show our accomplishments in this area. We will continue to work with this group on an individual basis, give them as much counseling as we can; not only are we interested in finding employment for drop outs, we also try to counsel them about personal traits and characteristics needed to succeed in the world of work. Our major problem in working with drop outs has been our poor economy during the past two years. A high unemployment rate, coupled with inflation, has been our biggest enemy. Most companies have a long waiting list of applicants who are seeking employment. Drop outs are usually at the bottom of this list, primarily because they usually lack skills and experience. Consequently, these are very difficult placements for us to accomplish.

6. COORDINATING PRE-PLACEMENT TRAINING:

Overall rating: 3 Talks and presentations are given periodically to classes in various departments (English, Business Education, Home Economic, etc.). Information on how to apply for a job is usually the type of material covered in these presentations. Most of the pre-placement training is given to students on an individual counseling basis before they are sent on a job interview. Each student is given a brochure to read which consists of helpful hints on applying for a job. This brochure is titled LOOKING FOR A JOB IS A JOB IN ITSELF. (See encl. 8)

7. PUBLIC RELATIONS:

Overall rating: 5 The following descriptive material has been prepared: (1) a brochure describing the job placement program at Maury; this has been used to give students, parents, employers,

administrators and anyone interested in our program (2) articles have been published in school and city newspapers; (one of these was an editorial citing the need for more such programs in every high school), (3) a letter to send to prospective employers which explains the job placement services (4) a business card which is always utilized with employers. In addition, talks are given occasionally to in and out-of-school groups.

We also feel that we have a harmonious working relationship with Vocation teachers (Industrial Arts, Business Education, etc. , Guidance Department, Co-op Coordinators (Distributive Education, etc.), as well as the Administration and staff at Maury.

(f) Conclusion, implications, and recommendations for the future.

From the results and accomplishments of the placement service at Maury, we come to the conclusion that our three-year venture in finding employment for students was constructive and worthwhile. Not only has the project given us the opportunity to help many students find jobs, it has also allowed us time to build a solid foundation for an employment program that could be used as a model for any secondary school system in the state. We would not hesitate to recommend our methods and procedures to anyone desiring to establish a job placement program on a high school level. We feel that we have had at least moderate success with our project, not only in helping our student body, but also of being of service to many employers in the City of Norfolk.

When our program originated three years ago, we thought at that time that our program might be used as a model for other schools within Virginia. Since that time however, some changes have taken place which have altered those plans. In 1975, the Virginia General Assembly passed Senate Bill 647, which indicates that ". . each school board shall make available to secondary students employment counseling and placement services to furnish information relating to employment opportunities available to students graduating from or leaving the public schools in the school division . . . " This law is to take effect September 1, 1976. (See encl. 10)

Since the General Assembly did not provide any funding for such services, and no other money was available to establish new programs such as ours, it became evident that the mandate from the General Assembly would have to be provided for through existing resources. Thus, the Virginia State Board of Education recently assigned the task of providing Job Placement to the Guidance Departments in all Virginia Schools. This, in effect, said that our Exemplary Job Placement Program that we have at Maury would not be able to be implemented in other Norfolk Schools, primarily because of a lack of funding for such new Programs.

To facilitate the development of a workable and beneficial job placement and employment counseling program in Norfolk, the two departments of Guidance and Adult and Vocational Education are combining their resources and recommending that three persons, already on existing staffs, be assigned as full-time job developers for the 1976-77 school year. The current coordinator of the Job Placement Program at Maury will probably be assigned as one of the three job developers. A tentative job description for these job developers has been prepared. The main emphasis will be upon the development of full-time jobs for graduating or terminiating students. Secondary emphasis will be upon the development of part-time employment for students in the following priority: seniors, juniors, and sophomores. Each of the job developers would serve two schools. Final details of the aspects of the above program will be finalized when Guidelines are released by the State Department of Education.

PL[redacted]E READ BEFORE FILLING OUT APP[redacted]ATION

The Student Job Placement Service will again be available to all students at Maury High. Our purpose is to help locate a job for any Maury student who is seeking employment. If you are interested in finding a job, complete the attached Registration For Employment form. Complete as much of card as you can in PENCIL, and return it to room 126 where the rest of card will be completed during an interview with either Mr. Jay, Job Placement Coordinator, or Mrs. Harrington, Secretary. DO NOT WRITE ON BOTTOM LINE ON FRONT SIDE OF CARD. You may come to the Job Placement Office only during your GAIN time. Please bring your class schedule with you.

When job vacancies are found, we will send approximately three students for an interview with the employer. Our office will provide information on how to apply for a job and an introduction for each student going for an interview. The Job Placement Office will also provide information to all students under 18 who need work permits.

Please be patient if we are not able to help you immediately. We will work with you during the entire year to help you find the job you want. If you are interested in obtaining credit for your work experience, please ask us about the Work Incentive Program.

You do not need any special qualifications or skills to apply for a job through our office. However, it will help us if we know some things about you, such as your interests and skills. Be sure to indicate all of these on the card.

One final thought. Most businessmen look for qualities which may be more important than experience. Some of these factors are a pleasant attitude, a courteous manner, ability to get along with people and ability to follow directions and instructions. Neatness and cleanliness are a must. Your appearance must be in keeping with the job you are applying for. Preference will be given to students who observe the above characteristics. If you are serious and businesslike, chances are at least one business will find a place for you.

REGISTRATION FOR EMPLOYMENT

Encl. 1

STUDENT JOB PLACEMENT SERVICE — MAURY HIGH SCHOOL

DATE

BIRTH DATE

SOC SEC #

HOMEROOM

PHONE

HEIGHT

WEIGHT

HEALTH DEFECTS YES NO

CO-OP YES NO

DE YES NO

EXP. CASHIER YES NO

VO. TECH YES NO

IND. ARTS YES NO

ROTC YES NO

NAME (LAST / FIRST / MIDDLE)

ADDRESS

SECTION OF CITY (PARK PLACE, GHENT, ETC.)

FATHER'S OCCUPATION

MOTHER'S OCCUPATION

ARE YOU LIVING WITH PARENTS? YES NO

ARE YOU NOW WORKING? YES NO WHERE

LIST SPECIAL SKILLS AND INTEREST

DISMISSAL TIME:

PHASE I

PHASE II

PHASE III

PHASE IV

LIST YOUR WORK EXPERIENCE BELOW

WHERE EMPLOYED	POSITION	HOW LONG

CHECK (✓) JOB AREA IN WHICH YOU HAVE THE MOST INTEREST:

☐ 1 AUTO MECH.	☐ 5 STOCK WORK	☐ 9 HEALTH SERVICE	☐ 13 CUSTODIAL
☐ 2 OFFICE	☐ 6 DELIVERY	☐ 10 PRINTING	☐ 14 CHILD CARE
☐ 3 CASHIER	☐ 7 CONSTR. TRADES	☐ 11 DRAFTING	☐ 15 OTHER
☐ 4 SALES CLERK	☐ 8 GENERAL LABOR	☐ 12 FOOD SERVICE	☐ 16

LAST	FIRST	M. I.	AGE	GRADE	LOCATION	JOB PREF.						TYP.	S.H.	DRI. LIC.	CAR
		23													

REFERRALS

EMPLOYER	POSITION	DATE	CONTACT OFFICIAL	RESULT	3 MOS. FOLLOW UP	6 MOS. FOLLOW UP

NOTES

DATE

DATE

DATE

DATE

CHECK WHICH APPLY:

- ☐ PART-TIME WORK
- ☐ FULL-TIME WORK
- ☐ TEMPORARY WORK
- ☐ SUMMER ONLY
- ☐ HAVE DRIVER'S LIC.
- ☐ OWN CAR ☐ MOTOR BIKE
- ☐ HAVE USE OF FAMILY CAR
- ☐ PUBLIC TRANSPORTATION

DO NOT WRITE IN THIS SPACE

24

ATTENDANCE ☐ EX. ☐ GOOD ☐ AVG. ☐ POOR

GRADES ☐ EX. ☐ GOOD ☐ AVG. ☐ POOR

STD. SCORES ☐ EX. ☐ GOOD ☐ AVG. ☐ POOR

FUTURE PLANS:

COLLEGE YES NO

OTHER

Encl. 2

Q. How do students sign up for this service?

A. To apply for a job, students should register with the Student Job Placement Service in Room 126, Maury High School. The office will contact employers and attempt to place as many students as possible.

Q. Who should students or employers contact at the Student Job Placement Service?

A. See either the Job Placement Coordinator or the Secretary.

Q. Will the Student Job Placement Service help students get their work-permits?

A. Yes. Work-permit forms are available to all students who need them. Instructions will be given on how to obtain a work permit.

Q. Is Maury High School the only school in Norfolk to have a Student Job Placement Service?

A. At the moment, yes. Actually, there are only five other such programs in the state.

Student Job Placement Service
Maury High School
15th Street & Moran Avenue
Norfolk, Virginia 23517

Office Hours
7:30 A.M.-3:30 P.M.
Monday-Friday
Open Year Round

Established
August, 1973
by the
Vocational Department
Norfolk City Schools

PRESENTING

THE

STUDENT

JOB

PLACEMENT

SERVICE

Something For Everyone:
Students
Employers
Parents

...Answers to Some Questions You May Have Always Had About Student Employment But Never Dared Ask...

RATED: TERRIFIC

For the students at Maury High School, modular scheduling has become a way of life. May we introduce to you, through questions and answers, Maury's latest module...

Q. What is the purpose of a Student Job Placement Service?

A. The Vocational Department of Norfolk City Schools agrees with the National Advisory Council on Vocational Education which states: "Employment is an integral part of education...every secondary school should be an employment agency."

In the past, emphasis centered on the college-bound student and not upon job placement for students. It was thought that job placement was separate from the educational program as a whole. We want to change that concept.

The majority of young people lack information on job opportunities and are unfamiliar with working conditions and employer expectations. They need help in securing employment. That's where we come in...

Q. Of what value will this program be to Maury students?

A. If a high school education is to have value, it should lead to meaningful employment to those who need a job. Work experience while still in high school will offer a student the opportunity to realistically explore and test his abilities, interests and aptitudes. This should contribute to his ability to make practical vocational plans.

Q. What are the major objectives of a Student Job Placement Service?

A. The program will provide services to all students who are seeking part-time, temporary and full-time employment. More specifically, it will:

1. Assist in placing Maury students in part-time jobs.
2. Assist in placing graduates.
3. Assist in placing students withdrawing from school before graduating and arranging for their continued education where feasible.
4. Provide pre-employment training in such areas as job application and interview procedures.
5. Work closely with all concerned departments at Maury High School.
6. Create needed communication channels between schools, business and industry and other agencies.

Q. What will the Student Job Placement Service attempt to do for the students at Maury?

A. It will strive to direct students toward jobs which will meet their interests and abilities. It will be more intense and broader that job placement has normally been conceived. It is more than just helping students find a job; it is helping them obtain the best jobs based on interests, skills and past experiences.

Q. Will the Student Job Placement Service tell a student which job is best suited for him?

A. No. The placement service will not tell a student what to do or what would be right for him. These are decisions he must make for himself.

Q. Will the Student Job Placement Service make appointments for students to have interviews with employers?

A. Yes, appointments will be made for interviews. Several students will probably be sent to an employer for each job vacancy. Each applicant will be issued an introduction card when going for an interview.

Student Job Placement Service
Maury High School
322 West 15th Street
Norfolk, Virginia 23517
441-2230

The Vocational Department of Norfolk City Schools has established a Student Job Placement Service at Maury High School. Now that's a mouthful, but it explains exactly what we are. This program is the first of its kind in Norfolk, and one of only six in the entire State. Its vision expands upon today's needs and tomorrow's hopes. Our office is staffed with a full-time Placement Coordinator and a Secretary. We'll be open year-round to be of assistance to both students and employers.

The major objective of this program is to locate a job for any Maury student who is seeking employment. We will assist students who want part-time jobs while still attending high school, and also help students obtain full-time employment when leaving school or graduating. Realizing that employment is an integral part of one's education, we will strive to direct students toward jobs which will meet their interests and capabilities.

This program is new, exciting and urgently needed. Won't you consider employing one or more Maury students who are interested in securing practical experience in an occupation of their choice?

I would like to have an opportunity to explain this program to you in more detail. My office will contact you in the near future to make an appointment with you for this purpose. I feel certain that this program can be of service to you. Please join with us in our new venture to serve our community and the students of Maury High School.

Yours very truly,

Philip A. Jaskowiak
Placement Coordinator

PAJ:mf

Encl. 4

STUDENT _____

HOMEROOM NUMBER _____

DATE _____

Please report <u>today</u> on GAIN time to the Student Job Placement Office, Room 126.

REASON _____

_____

SIGNATURE Phil Jaskowiak

Encl. 5

STUDENT JOB PLACEMENT SERVICE
MAURY HIGH SCHOOL — 322 SHIRLEY AVENUE
NORFOLK, VIRGINIA 23517 — PHONE 441-2230

Student Introduction To Prospective Employers

Name of Firm _____ Phone _____

Address _____ Location _____

Contact Official and Title _____

Dear

This card will introduce to you _____

who is applying for the following job vacancy: _____

We will contact you after all the applicants from Maury High School have been to see you. Please feel free to call us for any further assistance. For our records, we would appreciate knowing which applicant you have hired for this vacancy.

Date _____

_____
Placement Coordinator

Form SJPS 3

STUDENT JOB PLACEMENT SERVICE
MAURY HIGH SCHOOL

PART-TIME Encl. 6
FULL-TIME ____
TEMPORARY ____

EMPLOYER SURVEY CARD

Name of Firm _____ Contact Date _____
Address _____ Phone _____
Nature of Business _____ Section of City _____
Contact Officials _____

JOB DESCRIPTION

Title(s) _____ Type of Work _____
_____ _____
Number of Openings _____ _____
Age Requirement _____ Personal Qualifications ___
Starting Salary _____ _____
Hours _____ _____
Cooperative Programs Using Agency _____ _____ _____
D.E. C.O.E. Other

FORM SJPS 2

INTERVIEWS AND PLACEMENTS

Encl. 6

Student's Name	Date	Type of Work	Result

To all Maury Students who need Work Permits: (any student who is not 18 years of age, must have a Work Permit in order to be employed).

1. White Form - Intention to Employ - Completed by your employer.

2. Pink Form - Parent's Permission Form - Signed by one of your parents only.

3. Green Form - Doctor's Card - Completed by your doctor.

4. Birth Certificate - State Registration (not Hospital Certificate); or Baptismal Record; or Insurance Policy (Must show day, month, and year of birth). Driver's License will also be acceptable if issued after July 1,1974

Enc. 1 7

Commonwealth of Virginia
Department of Labor and I[illegible]try
Richmond, Virginia

INTENTION TO EMPLOY

I)
We) intend to employ _____ Age _____

As _____
(exact nature of work)

when he presents an employment certificate duly signed; hours of employment not to exceed 8 hours per day or 40 hours per week. He will have at least a 30-minute rest or meal period no later than after 5 consecutive hours of work. I agree to comply with all provisions of Section 40.1-80, Code of Virginia, as set forth on reverse side of this form.

_____ 19____ _____
(Date) (Signature of employer or agent)

Name of Firm _____

Address _____

NOTE: This card must be presented by the minor to the issuing officer, along with a parent's permission form and certificate of physical fitness form and proof of age before an employment certificate will be granted.

(OVER)

THIS IS NOT AN EMPLOYMENT CERTIFICATE

HOURS OF WORK PERMITTED BY LAW

(In Accordance with Section 40.1-80 of the Code of Virginia)

Effective July 1, 1972

Not more than 8 hours in any one day; not more than 40 hours in any one week; not more than 6 days in any one week; not more than 5 consecutive hours of work without at least a 30-minute rest or meal period. Boys 16 and 17 years of age not before 5 a.m., not later than midnight. Girls 16 and 17 not before 7 a.m., not later than midnight. Boys and girls 14 and 15 years of age not during hours that schools are in session except those certified with work-training, school--part time or provisional types of employment certificates; not before 7 a.m., not later than 6 p.m. except they may be employed as late as 10 p.m., on days not followed by a school day.

THIS IS NOT AN EMPLOYMENT CERTIFICATE

Encl. 7

PERMISSION FOR EMPLOYMENT

(In accordance with Section 40.1-92, Code of Virginia)

Boys and Girls 12 to 16 years of age:

I have personally appeared before the Issuing Officer and give my consent for

.....
(Name of minor)

to be employed at .....
(Name and address of place of employment)

Date ..... Signature .....
(Parent or Guardian)

Boys and Girls 16 and 17 years of age:

This will serve the Issuing Officer notice that I give my consent for .....
(Name of minor)

..... to be employed at .....
(Name and address of place of employment)

Date ..... Signature .....
(Parent or Guardian)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

PHYSICIAN'S CERTIFICATE OF PHYSICAL FITNESS

Encl. 7

For minors 12 to 18 years of Age in Accordance with Section 40.1-95 of the Code of Virginia

Name of Applicant _____ Address _____

Parent or Guardian _____ Address _____

Col. ____ Sex ____

Height _____

Weight _____

TO DOCTOR: Child must be 56'' in height and weigh 80 pounds to be certified as having reached the physical age of 14; and must be 57'' in height and weigh 85 pounds to be certified as having reached the physical age of 16.

Nutrition _____

Skin _____

Glands _____

Eyes R _____ L _____

Teeth _____

Nose & Throat _____

Ears R _____ L _____

Heart _____

Lungs _____

Deformities _____

_____

Nervous System _____

_____

General Health _____

_____

_____

over

THIS IS NOT AN EMPLOYMENT CERTIFICATE.

36

Age given by applicant_____ Apparent Age _____

Remarks _____

_____

_____

_____

_____

_____

This certifies that I have this day examined the above named child and have found_____to be of normal development, in reasonable health, and physically fit to work as_____in_____
(Type of business or industry)

Examining Physician_____

Address_____Date_____

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

STUDENT JOB PLACEMENT SERVICE
MAURY HIGH SCHOOL
322 Shirley Avenue
Norfolk, Virginia 23517 441-2230

All students needing work permits must have a physical examination by a doctor. (Note your GREEN SLIP). For those students not able to have this done by a family physician, the Public Health Service, 401 Colley Avenue, will provide this service. Free examinations will be available at 1:45 p.m. Monday through Friday. You must make an appointment for the examination by calling 441-2135. Your parent or guardian must go with you to sign a permission form.

When you arrive at the Public Health Center, see the receptionist at the information booth. She will direct you to the doctor and the examination room.

Students working with food must have a Food Handler's card. To obtain this card, you must attend an orientation lecture given on Monday or Thursday at 9:00 a.m. or 2:00 p.m. Call 441-2533 for an appointment. Take a pencil and a photo of yourself.

Some employers (hospital, nursing homes, etc.) may require a "skin test." This test will be given on Wednesdays between 2:00 and 4:00 p.m. at the Public Health Center. If you are under 18 years of age, you bring along a responsible adult to verify your age.

The best-qualified people don't always get the jobs they apply for. Why? They are poorly prepared for writing job applications and don't know how to "sell" themselves through an interview.

Interviewers are continually amazed at the number of applicants who drift into job interviews without any apparent preparation and only the vaguest idea of what they are going to say.

Prior planning does pay. Here are some pointers dedicated to your job-hunting success.

FILLING OUT APPLICATION FORMS

Your completed application gives an employer his first impression of you. The application reveals not only your background and interests but also your honesty and neatness. It should be an example of your best work.

Before you visit a firm, prepare the following information and bring it with you:

- Your Social Security number.
- A list of the names, addresses and dates of schools you have attended.
- A list of any jobs you may have had. Know the exact name of each employer, firm and address and dates of employment.
- A list of three or four reliable and qualified references. You should have permission from these references to use their names. Use their exact names and addresses. Do not list close friends and neighbors. Examples of references:
  - a teacher who knows you well
  - a former employer
  - a friend in business
  - the pastor of your church

THE APPLICATION

Read the application form completely before answering any questions.

Complete in ink, unless given other instructions.

Use your correct name, not your nick name.

Answer every item.

If there are questions that do not apply to you, mark them "N/A" (Not applicable).

To a question such as "What type of job are you applying for?", answer with a specific job title or type. Do not answer "Anything."

Check the form over **thoroughly** for spelling, neatness and correctness.

TOWARD THE SUCCESSFUL INTERVIEW

PREPARATION

- Know your qualifications in your mind so that you can present yourself briefly and intelligently to the job interviewer.
- Know something about the company.
- Know the exact time and place of the interview.
- Know how to pronounce your interviewer's full name.
- Arrive early.
- If a receptionist greets you, let her know who you are and why you are there.
- Be sure you are neat and clean, dressed appropriately for the job you are seeking.
- Bring a pen. This is when you will probably be asked to fill out the application. Be sure you have all necessary information with you.
- Apply alone for the job. Don't take friends or parents with you.

Encl. 8

THE INTERVIEW

Introduce yourself and state the purpose of your visit.

Do not sit until invited.

Smile- be confident, yet respectful.

Do not smoke or chew gum.

Don't worry about being nervous - employers understand and accept a certain amount of nervousness.

Let the employer take the lead in your conversation. Be a good listener.

Try to answer questions accurately, completely and without hesitation. Don't answer with only a "yes" or "no." Don't ramble.

Speak clearly. Be friendly, honest, businesslike and sincere.

Be sure that your good points get across.

Ask questions - they show your interest in the job.

Don't talk about financial or personal problems.

Don't criticize others, especially past employers.

Thank the interviewer for the time and consideration given you.

Regardless of how the interview goes, leave with a smile and with confidence.

Before you are hired, have a definite understanding of what is to be required of you in a particular job.

Keep up your courage if the employer doesn't take you. You may not get the first job you apply for.

Student Job Placement Service
Maury High School
322 West 15th Street
Norfolk, Virginia 23517 441-2230

Looking for a Job is a Job in itself -

Prior

Preparation

Pays

SOME POINTERS

Summary of Job Placement Statistics

Maury High School
June 25, 1976

1973-74 and 1974-75

No. of Students Registered:

73-74:	74-75:
661	628

No. of Students Placed in Part-time Jobs:

73-74:	74-75:
219	199

No. of Graduates Placed:

73-74:	74-75:
25	23

No. of Drop-Outs Placed:

73-74:	74-75:
11	16

No Work Permits Issued in 73-74

291 Work Permits Issued in 74-75

Summary of 75-76 School Year To Date

No. of Students Registered: 760

No. Placed in Part-time Jobs: 208

No. of Graduates Placed: 19

No. of Drop-Outs Placed: 14

496 Sent on Interviews

198 Work Permits Issued

No. of Employers Contacted During Three Year Period: 763

Senate Bill 647

An Act to amend the Code of Virginia by adding a section numbered 22-40.1, relating to employment counseling and placement services in public schools.

Approved

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered 22-40.1 as follows:

   A. On and after September one, nineteen hundred seventy-six, each school board shall make available to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the public schools in the school division.

   B. No fee, compensation or other consideration shall be charged to or received from any student utilizing such services.

   C. In providing such services, a school board shall consult and cooperate with the Virginia Employment Commission.

   D. The Board of Education may recommend methods for providing such services. The State Department of Education may provide assistance to school divisions in establishing and providing such services upon request.

CE 009 063